

## Social Emotional Learning in the Classroom

### Self-Awareness

Recognize emotions  
Identify strengths  
Accurate self-perception

#### What it may look like in the classroom:

Check in's on how students are feeling, journal prompts on emotions & strengths, age-appropriate emotion vocabulary words, norms & consequences, calming techniques, teacher feedback & praise, student choice on assignments, classroom jobs, positive teacher comments about student's future, goal setting

### Social Awareness

Perspective-taking  
Respect for others  
Empathy

#### What it may look like in the classroom:

Students identify character's feelings and/or perspectives, students identify emotions in books and figures from history, PBIS/SEL matrix lessons, Restorative Practices, reflection time, Collaborative groupings

### Responsible Decision Making

Solving problems  
Analyzing situations  
Reflecting

#### What it may look like in the classroom:

Students have opportunities to make responsible decisions, shared norms, discussions/lessons on PBIS expectations, examine decisions in literature/history, reflection opportunities, Restorative Circles, discussions and tracking of goals, academic organizers or planners

### Self-Management

Impulse control  
Stress management  
Goal setting  
Organizational skills

#### What it may look like in the classroom:

Use of calming/resilience techniques, use of calm spots/take 5 strategies, student academic goal setting and monitoring, biographies of resilient people, positive teacher feedback, agendas/schedules posted and referred to, PBIS/SEL expectations taught and discussed, graphic organizers, visuals,

### Relationship Skills

Communication  
Relationship building  
Teamwork

#### What it may look like in the classroom:

Welcoming activities, students working together (collaborative grouping), praise of good listening skills, Class meetings & advisory time for student interaction, closure activities, team building activities, procedures and practices, connection activities,